

# Spanish Curriculum



## **Grade 8: Unit Three**

### **Title: The Arts and the Entertainment**

## *Course Description*

### **Philosophy**

Paterson Public Schools is committed to seeing that all students progress and develop the required skills to support second language acquisition. At the completion of a strong series of course studies, students will be able to:

- Demonstrate knowledge of vocabulary pertaining to thematic unit contexts
- Express thoughts and ideas on a variety of topics
- Move progressively from simple sentence structures to a more complex use of verbs, adjectives, adverbs, richer expressions, etc...
- Rely on background knowledge to develop fluency in the second language related to their daily lives, families, and communities
- Compose short dialogues, stories and narratives on a variety of topics
- Describe the products, practices and perspectives of the target culture
- Read, listen, and understand age-appropriate authentic materials presented by natives for natives, as well as familiar materials translated from English into the target language
- Become global citizens, understanding and respecting cultural differences, and promoting acceptance of all people from all cultures

### **Overview**

The Spanish Program at Paterson Public Schools will focus on acquiring communication skills and cultural exposure. It is divided into four units of study and encompasses the N.J.C.C.C. Standards for World Languages that address the need to prepare all students for an interdependent world.

The World Languages units for Grade 8 consist of the following four thematic units of study:

Unit 1: Cyber World

Unit 2: Let's go shopping!

Unit 3: Entertainment world

Unit 4: The arts

### Pacing Chart – Unit 3

Pacing Chart – Unit 3			
#	Student Learning Objective	CCSS	9 weeks
1	Identify and describe the various art and entertainment forms orally and in writing.	7.1.NM.B.3 7.1.NM.B.2 7.1.NM.A.4	
2	Identify and discuss music styles and genres orally and in writing.	7.1.NM.C.4 7.1.NM.A.3 7.1.NM.C.2	
3	Identify and describe dance styles orally and in writing.	7.1.NM.A.4 7.1.NM.B.4 7.1.NM.C.2	
4	Identify and describe various movie genres and the roles of actors in the film industry orally and in writing.	7.1.NM.B.3 7.1.NM.A.1 7.1.NM.A.5 7.1.NM.B.2	

## Educational Technology

### Standards

8.1.8.A.1, 8.1.8.B.1, 8.1.8.C.1, 8.1.8.D.1, 8.1.8.E.1, 8.1.8.F.1

➤ **Technology Operations and Concepts**

- Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.

➤ **Creativity and Innovation**

- Synthesize and publish information about a local or global issue or event on a collaborative, web-based service.

➤ **Communication and Collaboration**

- Participate in an online learning community with learners from other countries to understand their perspectives on a global problem or issue, and propose possible solutions.

➤ **Digital Citizenship**

- Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.

➤ **Research and Information Literacy**

- Gather and analyze findings using data collection technology to produce a possible solution for a content-related or real-world problem.

➤ **Critical Thinking, Problem Solving, Decision Making**

- Use an electronic authoring tool in collaboration with learners from other countries to evaluate and summarize the perspectives of other cultures about a current event or contemporary figure.

## Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

### **CRP1. Act as a responsible and contributing citizen and employee**

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

### **CRP2. Apply appropriate academic and technical skills.**

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

### **CRP3. Attend to personal health and financial well-being.**

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

## Career Ready Practices

### **CRP4. Communicate clearly and effectively and with reason.**

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

### **CRP5. Consider the environmental, social and economic impacts of decisions.**

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

### **CRP6. Demonstrate creativity and innovation.**

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

### **CRP7. Employ valid and reliable research strategies.**

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

## Career Ready Practices

### **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

### **CRP9. Model integrity, ethical leadership and effective management.**

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

### **CRP10. Plan education and career paths aligned to personal goals.**

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

### **CRP11. Use technology to enhance productivity.**

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

## Career Ready Practices

**CRP12. Work productively in teams while using cultural global competence.**

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

## Differentiated Instruction

### Accommodate Based on Students Individual Needs: Strategies

<u><b>Time/General</b></u>	<u><b>Processing</b></u>	<u><b>Comprehension</b></u>	<u><b>Recall</b></u>
<ul style="list-style-type: none"> <li>• Extra time for assigned tasks</li> <li>• Adjust length of assignment</li> <li>• Timeline with due dates for reports and projects</li> <li>• Communication system between home and school</li> <li>• Provide lecture notes/outline</li> </ul>	<ul style="list-style-type: none"> <li>• Extra Response time</li> <li>• Have students verbalize steps</li> <li>• Repeat, clarify or reword directions</li> <li>• Mini-breaks between tasks</li> <li>• Provide a warning for transitions</li> <li>• Reading partners</li> </ul>	<ul style="list-style-type: none"> <li>• Precise step-by-step directions</li> <li>• Short manageable tasks</li> <li>• Brief and concrete directions</li> <li>• Provide immediate feedback</li> <li>• Small group instruction</li> <li>• Emphasize multi-sensory learning</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-made checklist</li> <li>• Use visual graphic organizers</li> <li>• Reference resources to promote independence</li> <li>• Visual and verbal reminders</li> <li>• Graphic organizers</li> </ul>
<u><b>Assistive Technology</b></u>	<u><b>Tests/Quizzes/Grading</b></u>	<u><b>Behavior/Attention</b></u>	<u><b>Organization</b></u>
<ul style="list-style-type: none"> <li>• Computer/whiteboard</li> <li>• Tape recorder</li> <li>• Spell-checker</li> <li>• Audio-taped books</li> </ul>	<ul style="list-style-type: none"> <li>• Extended time</li> <li>• Study guides</li> <li>• Shortened tests</li> <li>• Read directions aloud</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent daily structured routine</li> <li>• Simple and clear classroom rules</li> <li>• Frequent feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Individual daily planner</li> <li>• Display a written agenda</li> <li>• Note-taking assistance</li> <li>• Color code materials</li> </ul>

## **Enrichment**

### **Accommodate Based on Students' Individual Needs: Strategies**

- Adaptation of Material and Requirements
- Elevated text complexity
- Additional Projects
- Independent Student Options
- Projects Completed Individually or with Partners
- Tiered / Multileveled Activities
- Learning Centers
- Individual Response Board
- Open-ended Activities
- Circumlocution Strategies
- Picture Similarity Description
- R.A.F.T
- Opportunities to sustain discourse

## Assessments

### Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- Integrated Performance Assessment
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks, Padlet
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog; Makebeliefscomix to create a comic strip



**Enduring Understanding:**

- The arts serve multiple functions: enlightenment, education, and entertainment.
- Every artist has a style and every artistic period has a style.
- Music is a universal language.
- History and culture influence music and entertainment.
- Dance moves can be expressed through traditional and non-traditional styles.
- We learn about others and honor the world in which they live through art
- A movie contains a story, visuals, and music.
- The role of an actor is to translate an engaging and a believable portrayal of the written character onto screen.

<b>Grade: 8</b>	<b>Unit: Three</b>	<b>Topic: The Arts and the Entertainment</b>
<b>New Jersey Core Curriculum Content Standards (NJCCCS):</b> <b>7.1.NM.A.1, 7.1.NM.A.3, 7.1.NM.A.4 , 7.1.NM.A.5, 7.1.NM/B.2, 7.1.NM.B.3, 7.1.NM.B.4, 7.1.NM.C.2, 7.1.NM.C.4</b>		
<b>ACTFL Modes of Communication:</b> <ul style="list-style-type: none"> <li>• Interpersonal</li> <li>• Interpretive</li> <li>• Presentational</li> </ul>		

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p><b>SLO # 1</b>            Identify and describe the various art and entertainment forms orally and in writing.</p> <p><b>Standard: 7.1.NM.B.3</b>            Imitate appropriate gestures and intonation of the target culture/ language during greetings, leave-takings, and daily interactions.</p> <p><b>Standard: 7.1.NM.B.2</b>            Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p><b>Standard: 7.1.NM.A.4</b>            Identify familiar people, places, and objects based</p>	<ul style="list-style-type: none"> <li>• What is entertainment?</li> <li>• What is art?</li> <li>• Does art define culture or does culture define art?</li> <li>• What are the core elements of Realism, Symbolism and Surrealism?</li> </ul>	<p><b><u>Reading Comprehension</u></b>            Students read the text on pp 234-235. In pairs, students discuss and respond to guided questions. Teacher will play the CD followed by whole group discussion of the text.</p> <p><b><u>Entertainment Centers</u></b>            Set up entertainment centers around the classroom and provide each center with images of various art and entertainment forms. Students will rotate from center to center and take turns describing the images and using vocabulary to answer questions.</p> <p><b><u>Journal</u></b>            Write a journal entry describing your favorite form of art: music, movies, dance, or theatre. Explain how you feel about that particular form of art and provide reasons. Read aloud your entry to a partner.</p>	<p><b>¡Avancemos! 1</b>            Lectura Cultural            El fin de semana en España y Chile            Textbook: pp 234-235            CD 4: Track 21</p> <p><b>¡Avancemos! 1</b>  <b>Comparación Cultural</b>            Los retratos            Textbook: p. 176</p> <p>Instrumentos de Puerto Rico y Perú            Textbook: p. 182</p> <p>Pinturas de España y Chile            Textbook: p. 236</p> <p>Arte textil de Ecuador y Panamá            Textbook: p. 290-291</p> <p>El arte representativo            Textbook: p. 314</p>	<p><i>Pablo Picasso</i>, one of the 20th Century's greatest artists, portrayed traditional Spanish themes in his work. He made a sketch of fictional characters Don Quijote and Sancho Panza exactly 350 years after Cervantes wrote his famous novel <i>Don Quijote de la Mancha</i>.</p> <p><i>Frida Kahlo</i> was a Mexican painter, who has achieved great international popularity. She painted using vibrant colors in a style that was influenced by indigenous cultures of Mexico as well as by European influences that include Realism, Symbolism, and Surrealism.</p>

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<p>on simple oral and/or written descriptions</p>			<p>La artista y su estilo Textbook: p. 332</p> <p>El puerto de La Boca Textbook: p. 386</p> <p><b>Student Artists should be encouraged to bring their art to share with the whole group.</b></p>	
<p><b>SLO # 2</b> Identify and discuss music styles and genres orally and in writing. <b>Standard: 7.1.NM.C.4</b> Present information from age- and level-appropriate, culturally authentic materials orally or in writing. <b>Standard: 7.1.NM.A.3</b> Recognize a few common gestures and cultural</p>	<ul style="list-style-type: none"> <li>• How is personal taste for music developed?</li> <li>• What factors determine the development of a style of music?</li> <li>• How does music affect our lives?</li> </ul>	<p><b><u>Compare and Contrast</u></b> Compare and contrast two musical genres from Spain and Latin America. Write a summary of similarities and differences between the two. Share with a partner.</p> <p><b><u>Song</u></b> Play the video of Tito Puente's "Oye Como Va". Distribute cloze lyrics of the song and play it again for students to fill in the missing words. Discuss the meaning and significance of the song.</p>	<p><b>¡Avancemos! 1</b> Comparación Cultural El Festival del Merengue Textbook: p. 33</p> <p><b>Tito Puente - Oye como va - live performance</b> <a href="https://www.youtube.com/watch?v=zZQh4IL7unM">https://www.youtube.com/watch?v=zZQh4IL7unM</a> <b>Lyrics</b> <a href="https://play.google.com/music/preview/Tac3w274ev7snsq3et6dsnpjifay?lyrics=1&amp;utm_source=google&amp;utm_medium=search&amp;utm_campaign=lyrics&amp;pcamp">https://play.google.com/music/preview/Tac3w274ev7snsq3et6dsnpjifay?lyrics=1&amp;utm_source=google&amp;utm_medium=search&amp;utm_campaign=lyrics&amp;pcamp</a></p>	<p>Visitors to Seville, Spain can enjoy a flamenco show at one of Seville's many theater boats. While the dancers perform with amazing accuracy, grace, and passion, their movements are enhanced by the guitar playing and singing of the musicians.</p> <p><i>Tito Puente</i> also known as el Rey del Timbal was an American mambo musician and Latin jazz</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>practices associated with the target culture(s).</p> <p><b>Standard: 7.1.NM.C.2</b></p> <p>Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p>		<p><b><u>Compose your Lyrics</u></b>                      Compose your own song's lyrics about music and how it makes you feel. Make sure to give your song a title. Share with a partner. Or, students may take an existing song and change the lyrics to Spanish.</p>	<p><a href="#">aignid=kp-lyrics</a></p> <p><b>Student musicians should be encouraged to share their talent and play a musical piece for the whole group.</b></p>	<p>composer. He was the son of native Puerto Ricans living in New York City's Spanish Harlem community. He has been called the King of Latin Music.</p>
<p><b>SLO # 3</b></p> <p>Identify and describe dance styles orally and in writing.</p> <p><b>Standard: 7.1.NM.A.4</b></p> <p>Identify familiar people, places, and objects based on simple oral and/or written descriptions</p> <p><b>Standard:7.1.NM.B.4</b></p> <p>Ask and respond to simple questions, make requests, and express preferences</p>	<ul style="list-style-type: none"> <li>• What is dance?</li> <li>• How do I express myself through dance?</li> <li>• What aspects of culture are revealed through dance?</li> <li>• What dances are of Hispanic or Spanish origin?</li> </ul>	<p><b><u>Lectura Cultural</u></b>                      Students read independently                      Lectura Cultural on "Bailes folklóricos de Ecuador y Panamá".                      In pairs, students discuss the text and respond to guided questions. Share responses in a whole group discussion.</p> <p><b><u>Pair Discussions</u></b>                      In pairs, students ask and respond about their favorite dance style. Pairs report back to the whole group.</p>	<p><b>¡Avancemos! 1</b>                      Lectura Cultural                      Bailes folklóricos de Ecuador y Panamá                      Textbook: pp 288-289                      CD 5: Track 21</p> <p><b>Sevillanas flamencas (Saura), Merche Esmeralda, Manolo Sanlúcar- Flamenco video</b>  <a href="https://www.youtube.com/watch?v=9DWIngNFIdY">https://www.youtube.com/watch?v=9DWIngNFIdY</a></p>	<p><i>Flamenco</i> is an art form native to the Spanish regions of Andalusia, Extremadura and Murcia. It includes <i>cante</i> (singing) <i>toque</i> (guitar playing), <i>baile</i> (dance), <i>jaleo</i> (vocalizations), <i>palmas</i> (handclapping) and <i>pitos</i> (finger snapping).</p> <p><i>Tango</i> is a style of music in 2/4 or 4/4 time that originated among the European immigrant</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>using memorized words and phrases.</p> <p><b>Standard: 7.1.NM.C.2</b></p> <p>Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p>		<p><b><u>Flamenco</u></b>            Students watch two separate videos on Flamenco. Students will compare and contrast the two videos describing similarities and differences. They will take notes on the elements of traditional flamenco dancing.</p> <p><b><u>Baile Folklórico</u></b>            Students will view a video clip on the folkloric ballet of Mexico. In a gap activity with one taking the role of the dry cleaner and the other taking the role of a dancer, they will decide on the cost of dry cleaning the complete costumes of a pair of dancers.</p>	<p><b>Sevillanas De Carlos Saura - Actuales - video</b>  <a href="https://www.youtube.com/watch?v=3VljOe_DxsA&amp;ebc=ANyPxKrWBHGv4FPftqxhschb4e-K0krDbIXyEn-PZoD397wpzksNsFeDazIzMjYSXwqzu4_-LKlyYNYoiq0DjjS_q16lCivZdQ">https://www.youtube.com/watch?v=3VljOe_DxsA&amp;ebc=ANyPxKrWBHGv4FPftqxhschb4e-K0krDbIXyEn-PZoD397wpzksNsFeDazIzMjYSXwqzu4_-LKlyYNYoiq0DjjS_q16lCivZdQ</a></p> <p><b>Student dancers should be encouraged to demonstrate a style of dance they have perfected.</b></p>	<p>populations of Argentina and Uruguay. It is traditionally played on a solo guitar, guitar duo, or an ensemble, known as the <i>orquesta típica</i>, which includes at least two violins, flute, piano, double bass, and at least two bandoneóns. Tango may be purely instrumental or may include a vocalist.</p> <p><i>Tango</i> dance derives from the Cuban habanera, the Argentine milonga and candombe, and is said to contain elements from the African community in Buenos Aires. It is influenced both by ancient African rhythms and the music of Europe.</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p><b>SLO # 4</b></p> <p>Identify and describe various movie genres and the roles of actors in the film industry orally and in writing.</p> <p><b>Standard: 7.1.NM.B.3</b></p> <p>Imitate appropriate gestures and intonation of the target culture(s)/ language during greetings, leave-takings, and daily interactions.</p> <p><b>Standard: 7.1.NM.A.1</b></p> <p>Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p><b>Standard: 7.1.NM.A.5</b></p> <p>Demonstrate comprehension of brief</p>	<ul style="list-style-type: none"> <li>What are the various genres of film and what contributes to preferences?</li> </ul>	<p><b><u>Journal</u></b>                      Write a journal entry about your favorite movie genre and explain the reason for your preference. Read aloud to a partner.</p> <p><b><u>Spanish Actors</u></b>                      Assign actors/actresses of Spanish origin to students. Each student will research their celebrity and present the information in the target language to the whole group.</p> <p><b><u>Centers (follow up from previous activity)</u></b>                      Create centers and provide images of Spanish celebrities. Students will rotate and describe the various people per center and specify the type of work they are famous for i.e. comedy, action, science-fiction.</p> <p><b><u>Movie Recap/ Journal</u></b>                      Show students 15 minutes segments of the movie "La misma luna" on multiple days. At the end</p>	<p><b>Quizlet Flashcards - Movie Genres</b>  <a href="https://quizlet.com/57103326/spanish-types-of-movies-flash-cards/">https://quizlet.com/57103326/spanish-types-of-movies-flash-cards/</a></p> <p><b>List of Famous Hispanic/Latinos</b>  <a href="http://www.imdb.com/list/ls000020393/">http://www.imdb.com/list/ls000020393/</a></p> <p><b>Images/Pictures from the Web or Magazines</b></p> <p><b>La misma luna - movie</b>  <a href="http://www.veoh.com/watch/v43273193hBMXgztR">http://www.veoh.com/watch/v43273193hBMXgztR</a>                      Teachers: Plan ahead on the segments and create a vocabulary list</p> <p>This film tells the story of Carlos, a young boy living in Mexico with his grandmother. When his grandmother dies, he crosses the border to find his mother who is working in the</p>	<p><i>The American Latino Media Arts Award, or ALMA Award is an award highlighting the best American Latino contributions to music, television, and film. The award promotes fair and accurate portrayals of Latinos. In Spanish the word <i>alma</i> means soul.</i></p>

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<p>oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p><b>Standard: 7.1.NM.B.2</b></p> <p>Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p>		<p>of each segment, allow students to write in their journal a recap of what happened. Students also enter cultural similarities and differences for both the US and Mexico. Conduct a whole group discussion.</p> <p><b><u>Movie Poster</u></b>            Students design an original movie poster for an imaginary movie. The poster should include the title of the film with images, the main characters and one or two slogans by familiar movie reviewers.</p>	<p>United States. This is a heartwarming film of love, family and courage. PG13</p>	

**Unit 3 Vocabulary**

**Unidad 3: Vocabulario : The Arts and the Entertainment**

Art/ Los artes	Vocabulary/Vocabulario	Genres/Género	Adjectives/ Los adjetivos
El cine	El actor/ la actriz	Película de terror	Fuerte
El teatro	El cantante/ la cantante	Película de acción	Grande
La música	El cantautor/ la cantautora	Un drama	Pequeño/ Pequeña
El baile	El bailarín/ la bailarina	Una comedia	Bajo/ Baja
El baile folklórico	El bailaor/ la bailaora de flamenco	Ciencia ficción	Débil
La pintura	La artista	Romántica	Gordo/ Gorda
El concierto	El director/ la directora	Animado	Flaco/ Flaca
La película	El pintor/ la pintora	Misterio	Corto/ Corta
La escultura	El escultor/ la escultora	La música rock	Largo/ Larga
La poesía	El escritor/ la escritora	La música clásica	Triste
El poema	El poeta/ la poeta	La música folklórica	Feliz
La novela	La novelista	La música pop	Tranquilo/ Tranquila
La obra de teatro	La cineasta	La música rap	Contento/ Contenta
La danza	El conductor	La música hip-hop	Mal/ Malo/ Mala
La letra	La diversión	La música country	Talentoso/ Talentosa
La melodía	El espectáculo	El jazz	Simpático/ Simpática
Arte textil	El sentimiento	La ópera	Guapo/ Guapa
	El aplauso	Bachata	Famoso/ Famosa
		Merengue	Cubierto/ Cubierta
		Reggaetón	Abierto/ Abierta
		Salsa	
		Cumbia	
		Tango	
		Mambo	
		Flamenco	
		Rumba	

<b>Unit 3 Vocabulary</b>			
<b>Unidad 3: Vocabulario : The Arts and the Entertainment</b>			
		Samba Paso Doble Disco	
Directions/Direcciones	Activities/Actividades	Verbs/Los verbos	Other words and phrases
	Cantar Bailar Escribir Pintar Hacer teatro Hacer cine Componer música Mirar la televisión Ver la película Actuar Realizar	Ser Ir Ver Estar Gustar Hacer Haber Poder Tener Ver Bailar Cantar Llegar Comprar Escuchar Divertirse	A través de... Dicho Todavía Hay que Si ¡Qué lástima! El fin de semana

## Unit 3 Grammar

This Unit will focus on the following grammatical concepts:

- Direct and Indirect object pronouns
- Reflexive verbs
- Present tense of irregular verbs – ser, estar, poder, ver, ir
- Present tense of Gustar + infinitive
- Present tense of verbs + infinitive
- Past tense
- Masculine and feminine adjectives
- Colors
- Prepositions of location
- Comparatives and superlatives
- Possessive adjectives
- Interrogative adjectives
- Question forms
- Command forms
- Negative and indefinite expressions

<b>Hablar</b>	<b>Leer</b>	<b>Prescribir</b>	<b>Ver</b>	<b>Divertirse</b>
Yo hablo	Yo leo	Yo prescribo	Yo veo	Yo me divierto
Tú hablas	Tú lees	Tú prescribes	Tú ves	Tú te diviertes
Él/ella habla	Él/ella lee	Él/ella prescribe	Él/ella ve	Él/ella se divierte
Nosotros hablamos	Nosotros leemos	Nosotros prescribimos	Nosotros vemos	Nosotros nos divertimos
Vosotros habláis	Vosotros leéis	Vosotros prescribís	Vosotros veis	Vosotros os divertís
Ellos/ellas hablan	Ellos/ellas leen	Ellos/ellas prescriben	Ellos/ellas ven	Ellos/ellas se divierten

<b>Unit Project (Choose 1)</b>	
<b>Project (Suggested)</b>	<b>Project (Suggested)</b>
<p>1. Create a video tutorial on how to dance any style of your choice. The explanation and steps must be in Spanish. Play the video presentation to the whole group and provide them with a rubric to assess their peers.</p> <p><b>RUBRIC REQUIRED</b></p>	<p>2. Select an art form of your choice: music, dance, painting, movies or theater and create a Power Point Presentation about your favorite artist. Include birth date and place, real name (full name), profession, titles, family life, current country or state in which they reside. Include images, pictures, and video clips. Present to the whole group.</p> <p><b>RUBRIC REQUIRED</b></p>